

FALL 2008

Test Administration Directions

Arizona's

*Instrument to Measure Standards
High School*

Test Administrator's Name



**CTB
McGraw-Hill**

AIMS HS



Writing, Reading, and Mathematics

20995-W

Acknowledgments Photograph of saguaro cactus blooms at Saguaro National Park, Arizona (Image No. DM010862), copyright © by David Muench/Corbis. Used by permission.
Photograph of saguaro cactus (Image No. DM012031), copyright © by David Muench/Corbis. Used by permission.
Photograph of Monument Valley (Image No. 11093), copyright © by Bruce Burkhardt/Corbis. Used by permission.



Developed and published under contract with Arizona Department of Education by CTB/McGraw-Hill LLC, a subsidiary of The McGraw-Hill Companies, Inc., 20 Ryan Ranch Road, Monterey, California 93940-5703. Copyright © 2008 by Arizona Department of Education. All rights reserved. Only State of Arizona educators and citizens may copy, download, and/or print the document, located online at <http://www.azed.gov>. Any other use or reproduction of this document, in whole or in part, requires written permission of Arizona Department of Education.

Table of Contents

Overview for the Fall 2008 Administration of AIMS HS	1
Students to Be Tested	1
Test Administrator Responsibilities	2
Arrangements Prior to Test Administration.	2
Test Materials and Testing Schedule.	4
Test Administration Guidelines.	8
Student Identification Information	10
Explanation of Test Administration Symbols.	11
Administering the Writing Test—Tuesday, October 28, 2008.	12
Administering the Reading Test—Wednesday, October 29, 2008	17
Administering the Mathematics Test—Thursday, October 30, 2008	23
Mathematics, Testing Session 1	24
Mathematics, Testing Session 2	28
Inspecting Test Materials.	31
Group Information Sheets	31
Returning Test Materials	32
 Appendix	 33
Instructions for Completing the Student Demographic Data Grid	33
Instructions for Completing Testing Accommodations Information	40
Other Information Data Box	41
“U Through Z” Data Box	41
Glossary	42

The Arizona Department of Education gratefully acknowledges the work of hundreds of Arizona teachers involved in the development of the AIMS tests. Their dedication to creating a fair and reasonable test for the students of Arizona is greatly appreciated.

Overview for the Fall 2008 Administration of AIMS HS

Arizona's Instrument to Measure Standards High School (AIMS HS) is administered to students in Cohort 2010, 2009, 2008, or below in the content areas of writing, reading, and mathematics. AIMS HS writing, reading, and mathematics is administered in the spring and fall, and must be offered to all students who are eligible to participate. See "Students to Be Tested" on this page for more information.

The writing test is scheduled for Tuesday, October 28, 2008; the reading test for Wednesday, October 29, 2008; and the mathematics test for Thursday, October 30, 2008. There is no make-up testing during the Fall 2008 administration of AIMS HS. Testing must be conducted according to the Test Administration Schedule on page 5 in this document. The Test Coordinator is responsible for communicating the testing schedule to Test Administrators, parents, guardians, and students.

This document provides directions for the administration of the writing, reading, and mathematics tests and should be used by the Test Administrator for each content area of AIMS HS.

Students to Be Tested

Only students in Cohort 2010, 2009, 2008, or below are permitted to participate in the Fall 2008 administration of AIMS HS. Students in Cohort 2010 are generally eleventh-grade students. Students in Cohort 2009 or below are generally twelfth-grade students. When a student's cohort and grade are **not** aligned, the student's cohort is used to determine if the student is eligible to participate in AIMS HS.

Students in Cohort 2010, 2009, 2008, or below who have not yet met the standard on the writing, reading, or mathematics portions of AIMS HS are expected to retake the test for the specific content area. Also, students in Cohort 2010, 2009, 2008, or below who have not yet tested on the writing, reading, or mathematics portions of AIMS HS are expected to take the test for the specific content area.

Any students in Cohort 2010, 2009, or below who want to move from the "Meets the Standard" to the "Exceeds the Standard" performance level have the option of retaking AIMS HS to raise their score on a particular content area. Students in Cohort 2010, 2009, or below who have exceeded the standard on a particular content area of AIMS HS may **not** retake the test for that content area.

Students with significant cognitive disabilities and whose current Individualized Education Program (IEP) designates them as eligible for an alternate assessment, AIMS-A, are excluded from AIMS HS. Refer to the AIMS-A guidelines on the Arizona Department of Education Web site at www.azed.gov/standards/aims/Administering for additional information.

Test Administrator Responsibilities

The Test Administrator is responsible for:

- ☐ participating in training activities scheduled by the Test Coordinator;
- ☐ signing and returning to the Test Coordinator the AIMS Test Security Agreement;
- ☐ adhering to test administration security procedures;
- ☐ reviewing this document in advance of the testing date;
- ☐ following the test administration directions exactly as stated in this document;
- ☐ reading aloud to the students the test administration script exactly as stated in this document;
- ☐ receiving test materials from the Test Coordinator;
- ☐ verifying the quantities of test materials received;
- ☐ requesting from the Test Coordinator any additional materials required to test all eligible students;
- ☐ distributing, collecting, and verifying all test materials on testing dates;
- ☐ completing all necessary demographic information on the student demographic data grid for those students **without** a student bar code label;
- ☐ completing the accommodations information on the inside front cover of the AIMS HS answer document for students receiving accommodations; and
- ☐ assembling and returning all test materials to the Test Coordinator.

*The Test Administrator **must** follow the directions exactly as stated in this document.*

Arrangements Prior to Test Administration

Test Administration Staff

A Test Administrator should be assigned to each testing room. If the number of students testing in the room requires it, Proctors may also assist the Test Administrator during the administration of the test. Test Administrators and Proctors must be employees of the school.

Preparation of the Room for Testing

AIMS HS is a standardized test. The Test Administrator **must** follow the directions exactly as stated in this document.

The testing room should be prepared for the test administration prior to the testing date. Good lighting, ventilation, and freedom from distracting noises and interruptions are important for student performance. **All visual aids displayed in the testing room that could assist students while testing must be removed or covered completely.**

*All visual aids displayed in the testing room that could assist students while testing **must** be removed or covered completely.*

Arrange student seating so that students cannot easily see the answer documents of others and so that the Test Administrator(s) and Proctor(s) can walk by each student.

Test Administration Security Procedures

It is unethical and shall be viewed as a violation of test security for any person to:

- examine the content of any portion of the test;
- disclose or allow to be disclosed the content of any portion of the test before, during, or after test administration;
- discuss any AIMS HS test item before, during, or after test administration;
- allow students access to test questions or writing prompts prior to testing;
- allow students to share information during test administration;
- allow students to use scratch paper;
- read any parts of the test to students except as indicated in the test administration directions;
- influence students' answers by offering assistance of any kind;
- change students' answer choices;
- review students' answers, including the writing rough draft and writing final copy;
- photocopy, transcribe, or in any way duplicate any part of AIMS HS test books;
- fail to return all test materials, including unused documents; and
- participate in, direct, aid, counsel, assist in, encourage, or fail to report any violations of these test administration security procedures.

Test Administrators and Proctors may **not** assist students in answering questions. No test item may ever be discussed before, during, or after test administration. (See the Glossary on page 42 in this document for the definition of *item*.) Refer to "Test Preparation and Administration Practices" on the Arizona Department of Education Web site at www.azed.gov/standards/aims/Administering.

AIMS Test Security Agreement

To ensure the security of AIMS HS, Test Administrators and Proctors **must** sign a copy of the AIMS Test Security Agreement obtained from the Test Coordinator or found on the Arizona Department of Education Web site at www.azed.gov/standards/aims/Administering.

*Test Administrators and Proctors **must** sign a copy of the AIMS Test Security Agreement.*

Test Materials and Testing Schedule

Test Materials

Test Administrators will receive their test materials from the Test Coordinator. Each Test Administrator should receive from the Test Coordinator an inventory of the number of test books and answer documents that have been delivered. Upon receipt of the test materials, the Test Administrator should count the number of test books and answer documents received. Any discrepancies must be reported immediately to the Test Coordinator.

AIMS HS test books and answer documents are secure documents. For each day of AIMS testing, Test Administrators will collect their test materials from the Test Coordinator at the beginning of each day of testing and return them to the Test Coordinator at the end of each day of testing. While in the possession of the Test Administrator, test materials must be kept in a **securely locked storage facility** except during actual test administration times and until they are returned to the Test Coordinator each day. Test Administrators must follow the proper procedures for ensuring the security of test materials before, during, and after the test administration.

For the Fall 2008 administration, there will be **one** answer document for all three content areas (writing, reading, and mathematics). Each student testing in Fall 2008 will use only one answer document, regardless of how many content areas he/she will be taking. Throughout this manual, this combined answer document is referred to as the AIMS HS answer document.

Test Administrators must follow the proper procedures for ensuring the security of test materials before, during, and after the test administration.

Test Administration Schedule

AIMS HS must be administered exactly as shown in the table below. The testing schedule must be clearly communicated to parents, guardians, and students in advance. Schools that are not in session on one or more of the dates listed below must request permission from the Director of State Test Administration to administer AIMS HS on alternate dates.

AIMS HS is not a timed test.

The following are **approximate times** needed to administer AIMS HS. These estimates include time to distribute materials to students, complete student information on test materials, read directions, and collect and count test materials at the end of each testing session.

Test Administration Dates	Session(s)—Time
Writing Test—October 28, 2008	1 session—2–2½ hours
Reading Test—October 29, 2008	1 session—2 hours
Mathematics Test—October 30, 2008	2 sessions—90 min. ea.

The **AIMS HS writing test** is to be administered in one session of 2 to 2½ hours with a brief stretch break after the first hour. Students may not have access to any electronic devices, including cell phones, from the time they enter the testing room until dismissed.

The **AIMS HS reading test** is to be administered in one session of two hours with a brief stretch break after the first hour.

The **AIMS HS mathematics test** is to be administered in two sessions of ninety minutes each with a significant break after the first ninety-minute session.

A testing session is complete only when the allotted time for the session has ended or when all students present have finished the session. Students may be instructed to bring personal reading materials or classwork they can do if they finish a testing session before the allotted time has ended. Students who need additional time beyond the allotted time must be allowed to continue testing. These students may be escorted to another secure testing location at the conclusion of the allotted testing time to finish the testing session. For each content area of AIMS HS, students must finish the entire test, including all sessions, by the end of the school day.

For each content area of AIMS HS, students must finish the entire test, including all sessions, by the end of the school day.

AIMS HS Test Materials

Fall 2008 AIMS HS test materials to be supplied by the state include:

- ☐ AIMS HS Writing, Reading, and Mathematics Test Books;
- ☐ AIMS HS Answer Documents;
- ☐ *AIMS HS Test Administration Directions*;
- ☐ student bar code labels;
- ☐ Group Information Sheets (GISs);
- ☐ School/Group Lists (SGLs);
- ☐ Materials Inventory Sheets; and
- ☐ return stack cards and bands.

Test materials that **must** be supplied by schools for each testing room include:

- ☐ a supply of sharpened, standard, wooden, graphite-based No. 2 pencils with erasers;
- ☐ a pencil sharpener or an additional supply of sharpened, standard, wooden, graphite-based No. 2 pencils with erasers;
- ☐ a "Testing—Do Not Disturb" sign; and
- ☐ commercially published paper dictionaries and commercially published paper thesauri for use on the writing test **only**.

Test Administrators must be sure to have an adequate supply of test materials available prior to testing.

AIMS HS Test Books

The Fall 2008 administration of AIMS HS includes three test books: one for the writing test, one for the reading test, and one for the mathematics test.

AIMS HS test books are secure documents and must be returned to CTB/McGraw-Hill after testing.

Students may use colored pencils, pens, markers, and highlighters to mark in their test books as needed. **Use of scratch paper is prohibited.**

Use of scratch paper is prohibited.

AIMS HS Answer Documents

For the Fall 2008 administration of AIMS HS, there is **one** answer document for writing, reading, and mathematics. The answer document is machine-scorable.

Students must use a standard, wooden, graphite-based No. 2 pencil to mark their answers to multiple-choice questions and to write their final responses to the writing prompt. Only answers marked or written with a No. 2 pencil will be scored.

*Students **must** use a standard, wooden, graphite-based No. 2 pencil to mark their answers to multiple-choice questions and to write their final responses to the writing prompt.*

Important Precautions for Handling Test Materials

- Do not use any test books or answer documents other than those that correspond to the Fall 2008 administration of AIMS HS writing, reading, and mathematics. Documents from other testing programs or from previous AIMS HS test administrations will not be scored.
- Do not photocopy the test books or the answer documents.
- Do not disassemble or pull pages from the answer documents.
- Do not use “sticky” notes, paperclips, tape, staples, or glue on the answer documents.
- Do not insert loose papers into the answer documents.
- Do not tape or glue additional paper into the answer documents.
- Do not allow students to use extra paper to write their responses for the writing test. Only responses that are **handwritten** in pencil on the pages designated “Final Copy” will be scored.
- Do not allow students to use correction fluid on the answer documents. If an error is made in filling in a bubble or in the final response to the writing prompt, the student should erase the error completely and make the correction using a No. 2 pencil.
- Do not allow students to use colored pencils, pens, markers, or highlighters to respond to multiple-choice questions or to the writing prompt.
- Do not return test materials that have been contaminated with blood, vomit, or other bodily fluids to CTB/McGraw-Hill. Follow the directions of your Test Coordinator for the proper handling of contaminated test materials.

Test Administration Guidelines

Defective Test Books and Answer Documents

Defective test books or answer documents (i.e., test books or answer documents that are damaged or incorrectly assembled, or that have pages that are missing or that are out of order) must be replaced immediately. Defective test books or answer documents must be returned to the Test Coordinator at the conclusion of testing.

Students Who Leave the Room During Testing

Students should remain in the testing room during the entire scheduled testing session. However, students may be allowed to go to the restroom, if necessary, during testing. Only one student may leave at a time. The student's test materials must be collected before the student leaves the room and then given back to the student upon returning to the room.

Students Who Leave School During Testing

Students who need to leave school before completing a particular content area of AIMS HS, including those students who leave due to illness, are ineligible to continue the test for that content area. The Test Administrator should inform the student that he/she will **not** be permitted to finish that content area when the student returns to school, collect the student's test book and answer document, and dismiss the student from the testing room. The student's test book and answer document are to be returned to the Test Coordinator. The student's answer document is to be returned with the scorable test materials.

The Arizona Department of Education recommends that documentation identifying the time the student left the testing room and the reason for leaving early be kept and then later attached to the student's test report.

If the student returns to school on a test date for a different content area, the student is permitted to test on that different content area.

Disruptive Students

Students who disrupt testing, refuse to participate, receive help from others, or otherwise engage in behavior not consistent with acceptable classroom behavior should be subject to the disciplinary procedures established by the school for such occurrences. Whenever possible, the disruptive or misbehaving student should be allowed to continue testing in a different location so that other students may test undisturbed. If the student is believed to have participated in cheating, contact the Test Coordinator for guidance.

The Arizona Department of Education recommends that the student's parents or guardians receive written notification of the incident and its consequences.

Monitoring Testing

During the administration of AIMS HS, Test Administrators and Proctors should move unobtrusively about the room, checking to make sure students are progressing through the test. Students should be allowed to work at their own pace.

Test Administrators and Proctors should:

- ☐ supervise the room at all times during testing;
- ☐ answer student questions that pertain **only** to the clarification of test administration directions;
- ☐ verify that students are marking their answers to multiple-choice questions or writing their final responses to the writing prompt in the proper locations in their answer documents; and
- ☐ check for a large number of erasures—these may indicate that a student is confused about the directions.

When a student has finished a testing session, the Test Administrator should collect the student's test materials. Once the test materials have been collected, the student may then read or do classwork silently while waiting for the scheduled test or testing session to end.

See "Test Administration Security Procedures" on page 3 and "AIMS HS Test Books" and "AIMS HS Answer Documents" on page 7 in this document for additional guidelines regarding the monitoring of testing.

Use of Resources

Math manipulatives, charts, and aids, including, but not limited to, a ruler, number line, compass, and an abacus, may **not** be used on any portion of AIMS HS.

Electronic devices, including, but not limited to, computers, calculators, cell phones, digital watches, personal digital assistants, and portable music players, are prohibited during AIMS testing and should not be permitted in the testing room.

Students may use a commercially published paper dictionary and/or a commercially published paper thesaurus for the AIMS HS writing test **only**, although neither item is required to be used by students. Several copies of each of these items **must** be available in the event students choose to use them. Dictionaries and thesauri may **not** be used for the reading test or the mathematics test.

Refer to "Testing Accommodations: Guidelines for 2008–2009" on the Arizona Department of Education Web site at www.azed.gov/standards/aims/Administering for information regarding the use of resources for students who are eligible for testing accommodations.

Test Administrators and Proctors should move unobtrusively about the room, checking to make sure students are progressing through the test.

Electronic devices should not be permitted in the testing room.

Use of Unacceptable Resources

Test Administrators who observe students using unacceptable electronic resources, including, but not limited to, computers, calculators, cell phones, digital watches, personal digital assistants, and portable music players, are to remove the unacceptable device as soon as possible. The student must be allowed to continue testing. After testing is complete, the District Test Coordinator must notify the State Test Coordinator of a possible testing violation. The Arizona Department of Education will determine if a testing violation results in a test invalidation.

Student Identification Information

Student identification information to be completed **by the student** is located on the front covers of the AIMS HS test books and answer document. Student identification information to be completed by the student includes Student Name, Teacher, School, and District. Prior to test administration, and before distributing test books and answer documents to students, the Test Administrator should write the names of the teacher, the school, and the school district on the board in a visible location. Directions to be read to students regarding the completion of this information on each of the AIMS HS test materials are included in this document with the administration directions for each day and content area of AIMS HS.

Student Bar Code Labels

Only student bar code labels provided for the Fall 2008 administration of AIMS HS are to be used on the AIMS HS answer documents.

Student bar code labels are to be affixed in the proper location on the front covers of the AIMS HS answer documents. Only student bar code labels provided for the Fall 2008 administration of AIMS HS are to be used on the AIMS HS answer documents. Student bar code labels are not to be saved for use on another AIMS HS administration. Any student bar code labels that are not used during the Fall 2008 administration of AIMS HS are to be returned with nonscorable test materials.

If a student bar code label is **not** available, the student demographic data grid located on the back covers of the AIMS HS answer documents **must** be completed. If a student bar code label contains an incorrect SAIS Number, do not use the bar code label but instead complete the demographic data grid for that student. Instructions for completing the demographic data grid can be found in the Appendix on page 33 in this document. If a student bar code label is used, the demographic data grid is **not** to be completed.

For any student who receives standard accommodations, the fields for these accommodations found on the inside front cover of the AIMS HS answer document **must** be completed **even if a student bar code label is used**. See the Appendix in this document for instructions.

Explanation of Test Administration Symbols

As you read the test administration directions for each content area of AIMS HS, you will see the following symbols. They are used to guide you through the administration of each test and to help you ensure proper testing procedures throughout each testing session. Please review the test administration directions in advance to become familiar with these symbols and testing procedures.



This symbol indicates the directions you are to read aloud to the students. The text is printed in bold type.



This symbol indicates places where you should use a test book or answer document to show sample items or to make sure students have turned to the correct page.

Text printed in italics *Information that is provided for the Test Administrator and that should not be read aloud to the students is printed in italics.*

Administering the Writing Test— Tuesday, October 28, 2008

For the writing test, it is important to note that students must address the writing prompt in their final responses. In addition, although students are not required to use either cursive or printed letters to write their final responses, their responses must be legible. Please be sure to emphasize these points to students where indicated in the test administration directions.

Before distributing the writing test books and the answer documents to students, write on the board the names of the teacher, the school, and the school district.

Distribute the test books and the answer documents.



Today, Tuesday, October 28, 2008, you will be taking the writing portion of Arizona's Instrument to Measure Standards High School (AIMS HS).

Do not open your test book until I tell you to do so. Talking during the test is not allowed. Electronic devices, such as cell phones and personal music players, are not permitted during the entire testing session. Any student who has any electronic device, including a cell phone, in his or her possession during this testing session may have his or her writing test invalidated.



Hold up a test book.



Now, please check the date on the cover of your writing test book. Make sure the date is today's date, October 28, 2008.

Pause while students confirm the date on their test books. Replace test books that have the incorrect date with an appropriate test book.



Hold up an answer document and point to the lines in the upper right-hand corner of the front cover.



On the front cover of your answer document, write your name on the line labeled "Student Name." Complete the lines labeled "Teacher," "School," and "District" with the information shown on the board.

Point to the information that you have written on the board.

Administering the Writing Test— Tuesday, October 28, 2008 (continued)

SAY Be sure to keep your writing within the boxed area on your answer document. Please do not write in the margins.

Pause. Make sure students complete information correctly.



Hold up a test book and point to the lines in the upper right-hand corner of the front cover.

SAY On the front cover of your test book, write your name on the line labeled “Student Name.” Complete the lines labeled “Teacher,” “School,” and “District” with the information shown on the board.

Pause. Make sure students complete information correctly.

SAY In your writing test book, there is a page that contains a writing prompt and pages designated “Prewriting and Planning,” “Draft,” and “Writer’s Checklist.”



Hold up the test book. As you refer to the writing prompt, “Prewriting and Planning,” “Draft,” and “Writer’s Checklist” pages, point to each page.

SAY You will read the writing prompt and then use the “Prewriting and Planning,” “Draft,” and “Writer’s Checklist” pages to plan and write your first draft. What you write on these pages will not be scored.

Pause, and then continue.

SAY Use the Writer’s Checklist as a guide to review your first draft. Make sure you have covered everything on the Writer’s Checklist. This checklist will be used as a guide to evaluate your final response. You may use a dictionary or a thesaurus. You may not use scratch paper for any part of this test.

*Students **may** use commercially published paper dictionaries and thesauri for the writing test.*

Point to the location in the room where dictionaries and thesauri are stored.



Hold up the answer document. Point to the pages designated “Final Copy.”

Administering the Writing Test— Tuesday, October 28, 2008 (continued)



When you have finished reviewing your draft, you will write your final response in your answer document on pages 2 and 3 designated "Final Copy." As you write your final response, be sure to follow these rules:

Use a No. 2 pencil. Do not write beyond pages 2 and 3. Responses extending beyond the space provided will not be scored. Write only on the lines provided.

Your final response may be in cursive or printed letters. However, it is important that your response be legible. It is also important to remember that your work must address the writing prompt provided in the test book.

Pause, and then continue.



Open your answer document to page 1.

Make sure all students have turned to the correct page in their answer documents.



Read along silently while I read aloud.

When you finish the Writing test, you will see the following stop sign:



When you see this stop sign, do **not** go on to the next part in the answer document.

- Use a No. 2 pencil.
- Do not write beyond pages 2 and 3.
- Write only on the lines provided.

Are there any questions?

Pause to answer any questions, and then continue.



Now close your answer document and set it aside for now.

Pause while students close their answer documents, and then continue.

Administering the Writing Test— Tuesday, October 28, 2008 (continued)

SAY Follow the directions that appear in the test book. You will begin by planning and writing your first draft in your test book. When you have completed your planning and your draft, write your final response in your answer document on pages 2 and 3 designated “Final Copy.”

When you have finished, be sure to reread your response and make any necessary edits. When you are satisfied with your final response, close your test book and answer document. Place your answer document on top of your test book. Raise your hand, and I will collect your test materials.

You must remain silent until the conclusion of the testing session. The writing test is not a timed test. If you have not completed the writing test at the conclusion of the testing session, you will be allowed to continue working. However, you must complete the writing test by the end of the school day.

Are there any questions?

Pause to answer any questions, and then continue.

SAY Open your test book to the writing prompt on page 1.

Make sure all students have turned to the correct page in their test books.

SAY You may now read the writing prompt and begin the writing test. After one hour, you will be asked to stop for a short break.

While students are taking the writing test, move around the room to make sure students are progressing through the test.

Stretch Break. After one hour, have a stand-and-stretch break. Use the following instructions.

SAY Stop. Close your test book and answer document so that you may stand and stretch. Please do not talk.

At the end of two or three minutes,

Administering the Writing Test— Tuesday, October 28, 2008 (continued)



Please be seated.

You must remain silent until the conclusion of the testing session. The writing test is not a timed test. If you have not completed the writing test at the conclusion of the testing session, you will be allowed to continue working. However, you must complete the writing test by the end of the school day.

When you are satisfied with your final response, close your test book and answer document. Place your answer document on top of your test book. Raise your hand, and I will collect your test materials.

You will now continue the writing test. Open your test book to the page you were working on before the break and open your answer document to pages 2 and 3.

While students are taking the writing test, move around the room to make sure students are progressing through the test. As each student finishes the writing test, collect the student's answer document and test book. Do not allow students to use electronic devices until after the conclusion of the testing session.

Most students should have time to finish the writing test during the allotted 2- to 2½-hour testing session. At the end of the 2- to 2½-hour testing session, identify those students who require additional time to complete the writing test. Follow the procedures established by your Test Coordinator for these students who need additional time to complete the writing test. When all students have finished or the allotted time for the session has ended, proceed as follows:



This is the end of the writing test.

*Collect all remaining test materials from the students. All test books and answer documents are secure documents and must be accounted for at the end of each testing session. Missing test books and answer documents **must** be located **prior** to dismissing students. All test materials must be kept in a **securely locked storage facility** until test materials are returned to the Test Coordinator at the end of the testing day.*

Administering the Reading Test— Wednesday, October 29, 2008

Before distributing the reading test books and the answer documents to students, write on the board the names of the teacher, the school, and the school district.

Distribute the test books and the answer documents.

Students who participated in the writing test yesterday must use the same answer document today.



Today, Wednesday, October 29, 2008, you will be taking the reading portion of Arizona's Instrument to Measure Standards High School (AIMS HS).

Do not open your test book until I tell you to do so. Talking during the test is not allowed. Electronic devices, such as cell phones and personal music players, are not permitted during the entire testing session. Any student who has any electronic device, including a cell phone, in his or her possession during this testing session may have his or her reading test invalidated.



Hold up a test book.



Now, please check the date on the cover of your reading test book. Make sure the date is today's date, October 29, 2008.

Pause while students confirm the date on their test books. Replace test books that have the incorrect date with an appropriate test book.



Hold up an answer document and point to the lines in the upper right-hand corner of the front cover.



Students who took the writing test yesterday will already have filled out this corner of their answer documents. If you took the writing test yesterday, please check to see that the answer document in front of you is your answer document from yesterday.

If you did not take the writing test yesterday, on the front cover of your answer document write your name on the line labeled "Student Name." Complete the lines labeled "Teacher," "School," and "District" with the information shown on the board.

If you did take the writing test yesterday and have different teachers for the writing test and the reading test, add the teacher's name shown on the board to the line labeled "Teacher."

Administering the Reading Test— Wednesday, October 29, 2008 (continued)

Point to the information that you have written on the board.



Be sure to keep your writing within the boxed area on your answer document. Please do not write in the margins.

Pause. Make sure students complete information correctly. Students who participated in both the writing test and the reading test may have two teacher names on their answer document.



Hold up a test book and point to the lines in the upper right-hand corner of the front cover.



On the front cover of your test book, write your name on the line labeled "Student Name." Complete the lines labeled "Teacher," "School," and "District" with the information shown on the board.

Pause. Make sure students complete information correctly.

*Students may **not** use dictionaries or thesauri for any part of the reading test.*



The test book contains several passages followed by multiple-choice questions. You will read a passage and then answer the multiple-choice questions that follow. You may refer back to the passage when answering the questions. You may write in your test book, but you must mark all of your answers in the answer document. Only answers marked in the answer document will be scored.

To answer a multiple-choice question, fill in the bubble that corresponds to the answer you choose. Be sure to fill in the bubble completely, and make your mark heavy and dark. Make sure that you are marking your answer to a question in the space with the same number as the test question. If you want to change an answer, completely erase the mark you made before making a new mark. You must use a No. 2 pencil to mark your answers.

You may not use a dictionary or a thesaurus for any part of this test. You may not use scratch paper for any part of this test.

Pause, and then continue.

Administering the Reading Test— Wednesday, October 29, 2008 (continued)

SAY Open your answer document to page 4.

Make sure all students have turned to the correct page in their answer documents.

SAY Read along silently while I read aloud.

When you finish the Reading test, you will see the following stop sign:



When you see this stop sign, do **not** go on to the next part in the answer document.

Check to be sure that:

- Every question in the Reading test book has been answered.
- The bubbles for your answers are filled in completely using a No. 2 pencil.
- All other bubbles are empty and all stray marks have been erased.

You may **not** go back to the Writing portion of this answer document, pages 2 and 3, at any time.

Are there any questions?

Pause to answer any questions, and then continue.

SAY Open your test book to page 1 and your answer document to page 5.

Make sure all students have turned to the correct pages in their test books and answer documents, and then continue.

SAY We will begin by reading the passage on page 1 in your test book and doing two sample multiple-choice questions.

These are the types of questions you will be answering during this session. For each sample, you will fill in the bubble in your answer document that corresponds to the answer you choose. Be sure to fill in the bubble completely, and make your mark heavy and dark. Now read the passage in your test book.

Give students time to read the passage, and then continue.

Administering the Reading Test— Wednesday, October 29, 2008 (continued)

SAY Read Sample A in your test book, then fill in the bubble in your answer document for the answer you choose. When you have finished Sample A, stop working.

Give students time to answer Sample A.

SAY The correct answer for Sample A is “C.”

Pause, and then continue.

SAY Now read Sample B in your test book, then fill in the bubble in your answer document for the answer you choose. When you have finished Sample B, stop working.

Give students time to answer Sample B.

SAY The correct answer for Sample B is “B.”

Pause, and then continue.

SAY Follow the directions that appear throughout the test book and mark your answers in the answer document. Please answer all questions. Questions left blank are scored as incorrect.

When you finish the reading test, you may go back and check your work for the reading test only. Make sure that you have marked all your answers clearly and that you have completely erased any marks you do not want. When you finish checking your work, close your test book and answer document. Place your answer document on top of your test book. Raise your hand, and I will collect your test book and answer document.

You must remain silent until the conclusion of the testing session. The reading test is not a timed test. If you have not completed the reading test at the conclusion of the testing session, you will be allowed to continue working. However, you must complete the reading test by the end of the school day.

Are there any questions?

Pause to answer any questions, and then continue.

SAY Turn to page 2 in your test book.

Administering the Reading Test— Wednesday, October 29, 2008 (continued)

Make sure all students have turned to the correct page in their test books.

SAY You may begin the reading test. After one hour, you will be asked to stop for a short break.

While students are taking the reading test, move around the room to make sure students are progressing through the test.

Stretch Break. After one hour, have a stand-and-stretch break. Use the following instructions.

SAY Stop. Close your test book and answer document so that you may stand and stretch. Please do not talk.

At the end of two or three minutes,

SAY Please be seated.

You must remain silent until the conclusion of the testing session. The reading test is not a timed test. If you have not completed the reading test at the conclusion of the testing session, you will be allowed to continue working. However, you must complete the reading test by the end of the school day.

When you finish the reading test, you may go back and check your work for the reading test only. When you finish checking your work, close your test book and answer document. Place your answer document on top of your test book. Raise your hand, and I will collect your test materials.

Open your test book and answer document to the pages you were working on before the break and continue working on the reading test.

While students are taking the reading test, move around the room to make sure students are progressing through the test. As each student finishes the reading test, collect the student's answer document and test book. Do not allow students to use electronic devices until after the conclusion of the testing session.

Administering the Reading Test— Wednesday, October 29, 2008 (continued)

Most students should have time to finish the reading test during the allotted two-hour testing session. At the end of the two-hour testing session, identify those students who require additional time to complete the reading test. Follow the procedures established by your Test Coordinator for these students who need additional time to complete the reading test. However, if all students finish before the end of the allotted time period, end the testing session. When all students have finished or the allotted time for the session has ended, proceed as follows:



This is the end of the reading test.

*Collect all remaining test materials from the students. All test books and answer documents are secure documents and must be accounted for at the end of each testing session. Missing test books and answer documents **must** be located **prior** to dismissing students. All test materials must be kept in a **securely locked storage facility** until test materials are returned to the Test Coordinator at the end of the testing day.*

Administering the Mathematics Test— Thursday, October 30, 2008

Before distributing the mathematics test books and the answer documents to students, write on the board the names of the teacher, the school, and the school district.

Distribute the test books and the answer documents.

Students who participated in the writing test and/or the reading test must use the same answer document today.



Today, Thursday, October 30, 2008, you will be taking the mathematics portion of Arizona's Instrument to Measure Standards High School (AIMS HS). The mathematics test will be given in two testing sessions. When Part 1 has ended, you will be asked to take a break. After the break, you will proceed with Part 2 of the mathematics test.

Do not open your test book until I tell you to do so. Talking during the test is not allowed. Electronic devices, such as cell phones and personal music players, are not permitted during the entire testing session. Any student who has any electronic device, including a cell phone, in his or her possession during this testing session may have his or her mathematics test invalidated.



Hold up a test book.



Now, please check the date on the cover of your mathematics test book. Make sure the date is today's date, October 30, 2008.

Pause while students confirm the date on their test books. Replace test books that have the incorrect date with an appropriate test book.



Hold up an answer document and point to the lines in the upper right-hand corner of the front cover.



Students who took the writing test or the reading test will already have filled out this corner of their answer documents. If you took the writing test or the reading test or both, please check to see that the answer document in front of you is your answer document from yesterday and/or the day before.

Administering the Mathematics Test— Thursday, October 30, 2008 (continued)



If you did not take the writing test or the reading test, on the front cover of your answer document write your name on the line labeled "Student Name." Complete the lines labeled "Teacher," "School," and "District" with the information shown on the board.

If you did take the writing test or the reading test and have a different teacher for the mathematics test, add the teacher's name shown on the board to the line labeled "Teacher."

Point to the information that you have written on the board.



Be sure to keep your writing within the boxed area on your answer document. Please do not write in the margins.

Pause. Make sure students complete information correctly. Students who participated in the writing test or the reading test may have more than one teacher name on their answer document.



Hold up a test book and point to the lines in the upper right-hand corner of the front cover.



On the front cover of your test book, write your name on the line labeled "Student Name." Complete the lines labeled "Teacher," "School," and "District" with the information shown on the board.

Pause. Make sure students complete information correctly.

Mathematics, Testing Session 1

*Students may **not** use calculators or scratch paper for either session of the mathematics test.*



Now you will take Part 1 of the mathematics test.

The test book contains mathematics problems. You will read a problem and then answer the multiple-choice question that follows. You may write in your test book, but you must mark all of your answers in the answer document. Only answers marked in the answer document will be scored.

Administering the Mathematics Test— Thursday, October 30, 2008 (continued)

SAY To answer a multiple-choice question, fill in the bubble that corresponds to the answer you choose. Be sure to fill in the bubble completely, and make your mark heavy and dark. Make sure that you are marking your answer to a question in the space with the same number as the test question. If you want to change an answer, completely erase the mark you made before making a new mark. You must use a No. 2 pencil to mark your answers.

You may not use scratch paper for either testing session of the mathematics test. You may not use a calculator for either testing session of the mathematics test. Any student who has a calculator in his or her possession during this testing session will have his or her mathematics test invalidated.

*Students may **not** use calculators or scratch paper for either session of the mathematics test.*

Pause, and then continue.

SAY Open your test book to pages 1 and 2 and look at the AIMS Reference Sheet.



Hold up the test book and point to the pages designated "AIMS Reference Sheet."

Make sure all students have turned to the correct pages in their test books.

SAY You may use the information from the two-page AIMS Reference Sheet at any time during Part 1 and Part 2 of the mathematics test.

Pause, and then continue.

SAY Now open your answer document to page 6.

Make sure all students have turned to the correct page in their answer documents.

SAY Read along silently while I read aloud.

When you finish each part of the Mathematics test, you will see the following stop sign:



When you see this stop sign, do **not** go on to the next part in the answer document.

Administering the Mathematics Test— Thursday, October 30, 2008 (continued)



Check to be sure that:

- Every question in that part of the Mathematics test book has been answered.
- The bubbles for your answers are filled in completely using a No. 2 pencil.
- All other bubbles are empty and all stray marks have been erased.

You may **not** go back to the Writing or Reading portions of this answer document at any time.

Are there any questions?

Pause to answer any questions, and then continue.



Open your test book to page 3 and your answer document to page 7.

Make sure all students have turned to the correct pages in their test books and answer documents, and then continue.



We will begin by doing two sample multiple-choice questions.

These are the types of questions you will be answering during Part 1. For each sample, you will read the question in your test book, then fill in the bubble in your answer document that corresponds to the answer you choose. Be sure to fill in the bubble completely, and make your mark heavy and dark.

Pause, and then continue.



Read Sample A in your test book, then fill in the bubble in your answer document for the answer you choose. When you have finished Sample A, stop working.

Give students time to answer Sample A.



The correct answer for Sample A is "D."

Pause, and then continue.



Now read Sample B in your test book, then fill in the bubble in your answer document for the answer you choose. When you have finished Sample B, stop working.

Administering the Mathematics Test— Thursday, October 30, 2008 (continued)

Give students time to answer Sample B.

SAY The correct answer for Sample B is “C.”

Pause, and then continue.

SAY Follow the directions that appear throughout the test book and mark your answers in the answer document. Please answer all questions. Questions left blank are scored as incorrect.

When you finish Part 1 of the mathematics test, you may go back and check your work for Part 1 only. Make sure that you have marked all your answers clearly and that you have completely erased any marks you do not want. When you finish checking your work for Part 1, close your test book and answer document. Place your answer document on top of your test book. Raise your hand, and I will collect your test book and answer document.

You must remain silent until the conclusion of the testing session. The mathematics test is not a timed test. If you have not completed Part 1 of the mathematics test at the conclusion of the testing session, you will be allowed to continue working. However, you must complete the entire mathematics test, both Part 1 and Part 2, by the end of the school day.

Are there any questions?

Pause to answer any questions, and then continue.

SAY Turn to page 4 in your test book.

Make sure all students have turned to the correct page in their test books.

SAY You may begin Part 1 of the mathematics test.

While students are taking Part 1 of the mathematics test, move around the room to make sure students are progressing through Part 1. As each student finishes Part 1 of the mathematics test, collect the student's answer document and test book. Do not allow students to use electronic devices until after the conclusion of the testing session.

Administering the Mathematics Test— Thursday, October 30, 2008 (continued)

Most students should have time to finish Part 1 of the mathematics test during the allotted ninety-minute testing session. At the end of the ninety-minute testing session, identify those students who require additional time to complete Part 1 of the mathematics test. Follow the procedures established by your Test Coordinator for these students who need additional time to complete Part 1 of the mathematics test. However, if all students finish Part 1 before the end of the allotted time, end the testing session. When all students have finished Part 1, or the allotted time for the testing session has ended, proceed as follows:



This is the end of Part 1 of the mathematics test.

*Collect all remaining test materials from the students. All test books and answer documents are secure documents and must be accounted for at the end of each testing session. Missing test books and answer documents **must** be located **prior** to dismissing students. All test materials must be kept in a **securely locked storage facility** until the administration of Part 2 of the mathematics test.*

Break. At the conclusion of Part 1 of the mathematics test, there should be a significant break so students may be refreshed before proceeding to Part 2 of the mathematics test. Follow your school's plan for providing this break.

Following the break, gather the test materials from their secure location, and then proceed with the test administration.

Mathematics, Testing Session 2

*Once students begin working on Part 2 of the mathematics test, they may **not** return to Part 1. No student should begin working on Part 2 until Part 1 has been completed.*

*Redistribute the mathematics test materials to students. Make sure all students have their mathematics test books and answer documents they used in Part 1 of the mathematics test. Students may **not** use calculators or scratch paper for any part of the mathematics test.*



Do not open your test book or answer document until I tell you to do so. Talking during the test is not allowed.

Please verify that the test book and answer document in front of you are the same materials that you used during Part 1 of the mathematics test and that your name is on the front cover of each.

Administering the Mathematics Test— Thursday, October 30, 2008 (continued)

SAY Now you will take Part 2 of the mathematics test. You may not use scratch paper or a calculator. Any student who has a calculator in his or her possession during this testing session will have his or her mathematics test invalidated. You may write in your test book, but you must mark all of your answers in the answer document. You may use information from the two-page AIMS Reference Sheet at any time during Part 2.

Open your test book to page 19 and your answer document to page 8.

Make sure all students have turned to the correct pages in their test books and answer documents.

SAY We will begin by doing a sample multiple-choice question.

This is the type of question you will be answering during this session. You will read the question in your test book, then fill in the bubble in your answer document that corresponds to the answer you choose. Be sure to fill in the bubble completely, and make your mark heavy and dark.

Pause, and then continue.

SAY Read Sample C in your test book, then fill in the bubble in your answer document for the answer you choose. When you have finished Sample C, stop working.

Give students time to answer Sample C.

SAY The correct answer for Sample C is "A."

Pause, and then continue.

SAY Follow the directions that appear throughout the test book and mark your answers in the answer document. Please answer all questions. Questions left blank are scored as incorrect.

When you finish Part 2 of the mathematics test, you may go back and check your work for Part 2 only. Make sure that you have marked your answers clearly and that you have completely erased any marks that you do not want. When you finish checking your work for Part 2, close your test book and answer document. Place your answer document on top of your test book. Raise your hand, and I will collect your test book and answer document.

Administering the Mathematics Test— Thursday, October 30, 2008 (continued)

SAY You must remain silent until the conclusion of the testing session. The mathematics test is not a timed test. If you have not completed Part 2 of the mathematics test at the conclusion of the testing session, you will be allowed to continue working. However, you must complete the entire mathematics test by the end of the school day.

Are there any questions?

Pause to answer any questions, and then continue.

SAY Turn to page 20 in your test book.

Make sure all students have turned to the correct page in their test books.

SAY You may begin Part 2 of the mathematics test.

While students are taking Part 2 of the mathematics test, move around the room to make sure students are progressing through Part 2. As each student finishes Part 2 of the mathematics test, collect the student's answer document and test book. Do not allow students to use electronic devices until after the conclusion of the testing session.

Most students should have time to finish Part 2 of the mathematics test during the allotted ninety-minute testing session. At the end of the ninety-minute testing session, identify those students who require additional time to complete Part 2 of the mathematics test. Follow the procedures established by your Test Coordinator for these students who need additional time to complete Part 2 of the mathematics test. However, if all students finish Part 2 before the end of the allotted time, end the testing session. When all students have finished Part 2, or the allotted time for the testing session has ended, proceed as follows:

SAY This is the end of Part 2 of the mathematics test.

*Collect all remaining test materials from the students. All test books and answer documents are secure documents and must be accounted for at the end of each testing session. Missing test books and answer documents **must** be located **prior** to dismissing students. All test materials must be kept in a **securely locked storage facility** until test materials are returned to the Test Coordinator at the end of the testing day.*

Inspecting Test Materials

After testing, Test Administrators should inspect each test book and answer document to ensure the following:

- ☐ The student has completed his or her name, teacher, school, and district on the front covers of the test book and answer document.
- ☐ Test books and answer documents have been separated into individual stacks. Test books must not contain answer documents.
- ☐ The student bar code label has been applied in the designated location on the front cover of the answer document, or if no student bar code label is available, the student demographic data grid located on the back cover of the answer document has been completed.
- ☐ The accommodations information on the inside front cover of the answer document has been correctly coded for all students receiving standard accommodations.
- ☐ The student's marks in the answer document have been made with a No. 2 pencil and any erasures are complete and neat. Light marks and marks made with a colored pencil, ink or felt-tip pen, marker, or highlighter cannot be properly scored. These marks should be marked over with a No. 2 pencil.

Group Information Sheets

Preprinted Group Information Sheets (GISs) have been provided for each school. A GIS must be completed for each group's documents. Follow the directions of your Test Coordinator regarding the use of the GIS.

Returning Test Materials

All AIMS HS test materials, scorable and nonscorable, are to be returned to the Test Coordinator at the end of each testing day.

Scorable AIMS HS Test Materials

The following AIMS HS test materials are scorable:

- **Used AIMS HS Answer Documents**

Test Administrators should arrange the answer documents so that the front covers are facing up. Paperclips or rubber bands must not be used to bind these materials as this would damage their edges. It is helpful, but not necessary, to alphabetize answer documents. Follow the directions of your Test Coordinator regarding the return of scorable test materials.

Nonscorable AIMS HS Test Materials

The following AIMS HS test materials are nonscorable:

- **Used and unused AIMS HS Writing, Reading, and Mathematics Test Books**
- **Unused AIMS HS Answer Documents**
- ***AIMS HS Test Administration Directions***

Follow the directions of your Test Coordinator regarding the return of nonscorable test materials.

Appendix

Instructions for Completing the Student Demographic Data Grid

Students With Student Bar Code Labels

If students have student bar code labels, all of the information from the student demographic data grid located on the back covers of the AIMS HS answer documents is coded within the student bar code labels. The student bar code labels are to be affixed in the designated space on the front covers of the AIMS HS answer documents.

Students Without Student Bar Code Labels

If students do **not** have student bar code labels, the student demographic data grid **must** be completed by the Test Coordinator, Test Administrator, Proctor, or other designated school personnel. The student demographic data grid is **not** to be completed by students.

The information on the top portion of the student demographic data grid is to be completed before testing. The information on the bottom portion of the student demographic data grid is to be completed after testing.

The information on the top portion of the student demographic data grid is to be completed before testing. The information on the bottom portion of the student demographic data grid is to be completed after testing.

Completing the Top Portion of the Student Demographic Data Grid

[illegible]

A sample of the top portion of the student demographic data grid.

All information on the student demographic data grid must be marked using a No. 2 pencil. It is important to fill in the bubbles completely and to make the marks heavy and dark. Any errors must be completely erased.

Last, First, M.I.

Using the student's legal name, print the student's last name in the row of boxes under the section for "Last." Print only one letter in each box, beginning in the first box on the left. If there are not enough boxes for all of the letters in the student's last name, leave off the letters at the end.

Using the student's legal name, print the student's first name in the row of boxes under the section for "First." Do not use a nickname. Do not fill in the blank column between "Last" and "First" or between "First" and "M.I." Print only one letter in each box, beginning in the first box on the left. If there are not enough boxes for all of the letters in the student's first name, leave off the letters at the end.

Using the student's legal name, print the first letter of the student's middle name in the box under the section for "M.I." Leave the box blank if the student does not have a middle name.

Fill in the appropriate bubble in the column under each letter in the student's name. If there are any blank boxes, fill in the empty bubbles at the top of the column.

Birth Date

In the section that says "Birth Date," fill in the bubbles for the Month, the Day, and the Year for the student's date of birth. For example, if the student was born March 2, 1991, fill in the bubble for the month of March designated by "Mar" in the Month column, the bubbles for 0 and 2 in the Day columns, and the bubbles for 9 and 1 in the Year columns.

Grade and Cohort

In the section that says "Grade," fill in the bubble for the student's grade.

In the section that says "Cohort," fill in the bubble that corresponds to the student's cohort.

The only students who may participate in the Fall 2008 administration of AIMS HS writing, reading, and mathematics are students in Cohort 2010, 2009, 2008, or below. In general, these students will be in grades eleven or twelve. If a student in Cohort 2010, 2009, 2008, or below is not yet in eleventh grade, leave the grade bubble blank.

For all students without a bar code label, the section that says "Cohort" must be completed.

Ethnic Background and Gender

In the section that says "Ethnic Background," fill in the bubble that corresponds to the ethnic group indicated in the student's SAIS record.

In the section that says "Gender," fill in the bubble that corresponds to the student's gender.

SAIS Number

In the section that says "SAIS Number," enter the student's SAIS Number in the boxes at the top of the columns, beginning in the first box on the left. Fill in the appropriate bubble in the column under each number. **If the student's SAIS Number does not require all of the columns, leave the extra boxes blank and fill in the empty bubble at the top of each unused column.**

Student ID Number

In the section that says "Student ID Number," enter the student's local Student ID Number in the boxes at the top of the columns, beginning in the first box on the left. Fill in the appropriate bubble in the column under each number. If the student's local Student ID Number does not require all of the columns, leave the extra columns blank and fill in the empty bubbles at the top of those columns.

After Testing

Completing the Bottom Portion of the Student Demographic Data Grid

If students do **not** have student bar code labels, use the instructions in this section to complete the bottom portion of the student demographic data grid located on the back covers of the AIMS HS answer documents.

This section is to be filled in by school or district personnel AFTER testing ONLY for students WITHOUT a bar code label.		
1. Did the student start this school year at this school and remain continuously enrolled? <input type="radio"/> Yes <input type="radio"/> No	6. <input type="radio"/> Not Enrolled For English Language Learners, complete boxes 7–10. For Reclassified Fluent English Proficient students, complete boxes 7 and 8.	11. Disabilities (mark all that apply) <input type="radio"/> Speech/Language Impairment <input type="radio"/> Mild Mental Retardation <input type="radio"/> Specific Learning Disability <input type="radio"/> Emotional Disability <input type="radio"/> Moderate Mental Retardation <input type="radio"/> Visual Impairment <input type="radio"/> Hearing Impairment <input type="radio"/> Other Health Impairments <input type="radio"/> Orthopedic Impairment <input type="radio"/> Traumatic Brain Injury <input type="radio"/> Multiple Disabilities <input type="radio"/> Multiple Disabilities with Severe Sensory Impairment <input type="radio"/> Autism <input type="radio"/> Severe Mental Retardation
2. Number of Years in the School (mark one) <input type="radio"/> Less than 1 <input type="radio"/> 4 <input type="radio"/> 1 <input type="radio"/> 5 <input type="radio"/> 2 <input type="radio"/> 6 <input type="radio"/> 3 <input type="radio"/> More than 6	7. Level of English Proficiency (mark one) <input type="radio"/> ELL (English Language Learner) <input type="radio"/> FEP (Fluent English Proficient)	
3. Did the student start this school year at this district and remain continuously enrolled? <input type="radio"/> Yes <input type="radio"/> No	8. Beginning in Kindergarten, number of years classified as identified in Question 7, including the current school year (mark one) <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 or more <input type="radio"/> Records not available	
4. Primary Language Spoken at Home (mark one) <input type="radio"/> English <input type="radio"/> Navajo <input type="radio"/> Spanish <input type="radio"/> Other	9. In what type of ELL Program is the student enrolled? (mark only one) <input type="radio"/> Structured English Immersion <input type="radio"/> Mainstream English Classroom <input type="radio"/> Bilingual with Waiver <input type="radio"/> Waiver 1 <input type="radio"/> Waiver 2 <input type="radio"/> Waiver 3	
5. Special Program Membership (mark all that apply) <input type="radio"/> Special Education <input type="radio"/> Title I <input type="radio"/> English Language Learner <input type="radio"/> Gifted Education <input type="radio"/> Migrant Education	10. Beginning in Kindergarten, number of years in ELL Program in Question 9, including the current school year (mark one) <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 or more <input type="radio"/> Records not available	12. RETEST Only for students who have previously tested on AIMS High School Content Area: Has NOT met Has met Writing <input type="radio"/> <input type="radio"/> Reading <input type="radio"/> <input type="radio"/> Mathematics <input type="radio"/> <input type="radio"/>

A sample of the bottom portion of the student demographic data grid.

All information on the demographic data grid must be marked using a No. 2 pencil. It is important to fill in the bubbles completely and to make the marks heavy and dark. Any errors must be completely erased.

Boxes 1 through 5 must be completed for all students.

Box 1:

Fill in the bubble for “Yes” to indicate that the student started within the first ten days of this school year at this school and has remained continuously enrolled.

Fill in the bubble for “No” to indicate that the student started after the tenth day.

Box 2: Fill in **one** bubble to indicate the number of years the student has been continuously enrolled in this school, beginning with first grade. If the answer in Box 1 is “No,” the only permissible response in Box 2 is “Less than 1.” If the answer in Box 1 is “Yes,” then fill in the **one** bubble to indicate the appropriate number of years: 1, 2, 3, 4, 5, 6, or More than 6.

Box 3:

Fill in the bubble for “Yes” to indicate that the student started within the first ten days of this school year at this district and has remained continuously enrolled.

Fill in the bubble for “No” to indicate that the student started after the tenth day.

Box 4: Fill in the **one** bubble that corresponds to the primary home language indicated in the student’s SAIS record.

Box 5:

Fill in the bubble(s) to indicate the student’s Special Program Membership. Fill in all bubbles that apply.

For schoolwide Title I, fill in the bubble for “Title I” for all students in the schoolwide program. For targeted assistance Title I, fill in the “Title I” bubble for only those students receiving Title I services.

Box 6 must be completed for students who are not enrolled in your school.

Box 6 should not be completed for students who are enrolled in your school.

Box 6: Fill in the bubble for “Not Enrolled” **only** if the student is a home-schooled student, a private-schooled student, or currently not enrolled in school.

Boxes 7 through 10 must be completed for English Language Learners.

Boxes 7 and 8 must be completed for Reclassified Fluent English Proficient students.

Box 7:

Fill in the bubble for "ELL (English Language Learner)" to indicate that the student was identified as an English Language Learner at any time during this school year and was enrolled in an English Learner Program at any time during this school year. The bubble for "ELL (English Language Learner)" should be marked for any student who was reclassified as Fluent English Proficient during this school year.

Fill in the bubble for "FEP (Fluent English Proficient)" to indicate that the student exited an English Learner Program during either the 2006–07 school year or the 2007–08 school year and now has an English proficiency level of Fluent English Proficient.

Box 8:

For students who are identified as ELL (English Language Learner) in **Box 7**, fill in **one** bubble to indicate the number of years the student has been classified as an English Language Learner beginning with Kindergarten and including this school year.

For students who are identified as FEP (Fluent English Proficient) in **Box 7**, fill in the bubble for "1" if the student was reclassified as Fluent English Proficient during the 2007–08 school year. Fill in the bubble for "2" if the student was reclassified as Fluent English Proficient during the 2006–07 school year.

If records are not available, fill in the bubble for "Records not available."

Box 9:

Fill in **one** bubble to indicate the type of ELL Program in which the student is enrolled.

Box 10:

Fill in **one** bubble to indicate the number of years the student has been enrolled in the program as identified in Box 9, beginning with Kindergarten and including the current school year.

If records are not available, fill in the bubble for "Records not available."

Box 11 must be completed for Special Education students.

Box 11: Fill in the bubble(s) to indicate the student's disabilities as identified on the student IEP. Fill in all bubbles that apply.

Box 12 must be completed for students who have previously tested on AIMS HS.

Box 12:

Fill in the bubble for "Has **NOT** met" to indicate that the student has not met the standard for that content area.

Fill in the bubble for "Has met" to indicate that the student has met the standard but not exceeded the standard for that content area.

Instructions for Completing Testing Accommodations Information

Testing Accommodations Guidelines

For additional information on testing accommodations, please see "Testing Accommodations: Guidelines for 2008–2009" on the Arizona Department of Education Web site at www.azed.gov/standards/aims/Administering.

English Language Learners and most students with disabilities are not exempt from AIMS HS testing. However, these students are eligible for certain testing accommodations.

After testing, the Test Administrator or Proctor should use the instructions in this section to complete the Testing Accommodations data boxes located on the inside front covers of the AIMS HS answer documents for any student testing with standard accommodations.

The testing accommodations data boxes are to be completed **only** by the Test Administrator or Proctor who witnessed the use of the testing accommodation or who actually provided the testing accommodation.

*The testing accommodations data boxes are to be completed **only** by the Test Administrator or Proctor who witnessed the use of the testing accommodation or who actually provided the testing accommodation.*

*Use of **non-standard** (alternate) accommodations is no longer allowable during AIMS HS testing.*

This section is to be filled in ONLY by school or district personnel AFTER testing.
TESTING ACCOMMODATIONS Refer to directions in the Test Administration Directions.
Student <input type="radio"/> has an IEP. <input type="radio"/> has a 504 plan. <input type="radio"/> is an English Language Learner.
STANDARD ACCOMMODATIONS Student received standard accommodations in the following content areas: <input type="radio"/> Writing <input type="radio"/> Reading <input type="radio"/> Mathematics
Student tested using a <input type="radio"/> Braille version of the test. <input type="radio"/> Large Print version of the test.

Students Receiving Standard Accommodations

For students receiving a standard accommodation on AIMS HS, fill in the bubble in the Testing Accommodations section to indicate the student has an IEP, has a 504 plan, or is an English Language Learner. Fill in all bubbles that apply.

Fill in the bubble in the Standard Accommodations section to indicate the content area in which a standard accommodation was used. Fill in all bubbles that apply.

Braille Test and Large Print Test Accommodations

For students testing using a Braille version or a large print version of AIMS HS, all student responses must be transferred into a standard answer document. See **AIMS Writing Accommodations** for guidance in transferring the AIMS Writing responses. Please see additional instructions packaged with the Braille test or large print test regarding testing accommodations for visually impaired students.

Student responses that are not transferred into a standard answer document will not be scored.

AIMS Writing Accommodations

For students who use assistive technology as an accommodation, their responses **must be transferred into a standard AIMS HS answer document for scoring purposes**. Only responses that are handwritten in pencil will be scored. Student responses that are typed and inserted into the standard AIMS HS answer document will not be scored. The Test Coordinator, Test Administrator, Proctor, or other designated school personnel must transfer the responses exactly as produced by the students without changing spelling, punctuation, word choice, or any other aspect of the student responses. The standard AIMS HS answer documents with the transferred AIMS Writing responses are to be returned with the scorable documents. Immediately after transferring student responses into the answer document, all electronic versions of the responses **must** be deleted. Any paper versions must be returned with the nonscorable documents.

*Immediately after transferring student responses into the answer document, all electronic versions of the responses **must** be deleted.*

Other Information Data Box

Columns A through H of the *Other Information* data box located on the inside front covers of the AIMS HS answer documents are for use by schools and districts. Column I is reserved for use by ADE. Follow the directions of your Test Coordinator regarding the use of this data box.

“U Through Z” Data Box

Bubbles U through Z in the data box titled **“For CTB/McGraw-Hill Use Only”** are reserved for use by CTB/McGraw-Hill. Do not mark in this section.

Glossary

Arizona's Instrument to Measure Standards High School (AIMS HS)

The test provided for high school students in Arizona. AIMS HS tests specific performance objectives developed by the Arizona Department of Education.

CTB/McGraw-Hill

The publishing company that is responsible for providing and scoring test materials for the Arizona Department of Education.

Demographic Data Grid

The page that is used to gather student identification information, which must be completed for students without student bar code labels. Found on the back cover of the AIMS HS answer document.

Dictionary

A book of alphabetically arranged words with definitions. Etymologies, pronunciations, and other information may also be included.

Group Information Sheet (GIS)

The form used to provide information to CTB/McGraw-Hill about a group of students being tested. A "group" normally refers to a single class, a combination of classes in the same cohort, or a group of students being tested with the same cohort.

Item

A question included as part of an AIMS test. Features both the stem (question) and answer choices. See "Test Administration Security Procedures" on page 3 in this document for the policy regarding AIMS test items.

Proctor

An individual who assists the Test Administrator.

School/Group List (SGL)

The form used to provide information to CTB/McGraw-Hill about the groups being tested in an entire school.

Significant Break

The break provided at the end of Session 1 of the mathematics test in order for students to refresh before proceeding to Session 2 of the mathematics test. Refer to the school's testing schedule for providing this break.

Student Bar Code Label

The label to be affixed to the front cover of the AIMS HS answer document. Student demographic data is coded within the student bar code label.

Test Administrator

An individual, usually a teacher, who is responsible for the administration of the test.

Test Coordinator

An individual who is responsible for distributing test materials, collecting test materials, and organizing testing for a school or district.

CTB/McGraw-Hill
20 Ryan Ranch Road
Monterey, California 93940-5703
www.ctb.com

